2024-2025 Individuals and Societies Grade 7 Subject Group Overview

Unit Name	Unit 1: The African Continent		Unit 2: Exploring Southwest Asia		Unit 3: Southern and Eastern Asia		Unit 4: Economics and Personal Finance
	1A - Africa Geography and Government	**1B - Africa Economics and History**	**2A - Southwest Asia Geography and Government**	**2B - Southwest Asia Economics and History**	**3A - Southern and Eastern Asia Geography and Government**	**3B - Southern and Eastern Asia Economics and History**	
Time Frame	**27 Hours** **36 Days**	24 Hours **32 Days**	15 Hours **20 Days**	15 Hours **20 Days**	15 Hours **20 Days**	**20 Hours** **24 Days**	9.5 Hours **10 Days**
Standards	**GSE:** SS7G1, SS7G2, SS7G3, SS7G4., SS7CG1, SS7CCG2, SS7E3d **Map and Globe Skills:** 4, 6, 7, 8, 11 **Information Processing Skills:** 1, 3, 4, 5, 6, 7, 11	**GSE:** SS7H1, SS7E1, SS7E2, SS7E3, **Map and Globe Skills:** 4, 6, 7, 8, 11 **Information Processing Skills:** 1, 3, 5, 6, 7, 10, 11, 12, 15	**GSE:** SS7G5, SS7G6, SS7G7, SS7G8, SS7CG3 **Map and Globe Skills:** 4, 6, 7, 8, 10, 11 **Information Processing Skills**: 1, 3, 5, 6, 7, 9, 10, 11, 12, 17	**GSE:** SS7E4, SS7E5, SS7E6, SS7H2 **Map and Globe Skills:** 4, 6, 7, 8, 10, 11 **Information Processing Skills**: 1, 3, 5, 6, 7, 9, 10, 11, 12, 17	**GSE:** SS7G9, SS7G10, SS7G11, SS7G12, SS7CG4 **Map and Globe Skills:** 4, 6, 7, 8, 11 **Information Processing Skills::** 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**GSE:** SS7E7, SS7E8, SS7E9, SS7H3 **Map and Globe Skills:** 4, 6, 7, 8, 11 **Information Processing Skills::** 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**GSE:** SS7E10 **Information Processing Skills**: 1, 3, 5, 11, 15
Approaches To Learning Instructional Strategies	**Category**: Research Skills **Cluster:** Information Literacy **Skill Indicator**: Students will find, interpret, judge, and synthesize information about the regions of Africa into a graphic organizer showing the similarities and differences. **Category:** Self Management **Cluster:** Organization **Skill Indicator:** While conducting research, students will manage	**Category**: Thinking **Cluster:** Creative Thinking Skills **Skill Indicator:** Students will create a business plan and a product to address authentic problems in Africa. **Category:** Self-Management **Cluster:** Reflection Skills **Skill Indicator:** Students will analyze selected documents to create an essay that considers the ethical, cultural and environmental implications of the	**Category**: Thinking **Cluster**: Critical Thinking **Skill Indicator:** Students will critically read and analyze documents about world oil reserves, make predictions about the impact of oil, and communicate understanding in a political cartoon.	**Category:** Communication **Cluster**: Communication skills **Skill Indicator:** Students will integrate information from various sources and communicate a position on who should control Israel. **Category:** Reflection **Cluster:** Reflection **Skill Indicator:** Students will evaluate primary and secondary sources and develop an argument for who	**Category:** Communication **Cluster**: Communication skills **Skill Indicator:** Students will integrate information from various sources and communicate a position on who should control Israel. **Category:** Reflection **Cluster:** Reflection **Skill Indicator:** Students will evaluate primary and secondary sources and develop an	**Category** Communication **Cluster** collaboration Skills **Skill Indicator:** Students gather information and debate the location they would most like to live.	**Category** Research **Cluster** Information Literacy **Skill Indicator** Students will find, explore, evaluate, interpret and judge information related to jobs and earned income.

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	time to effectively complete their Four Square task.	European partitioning across Africa.		should control Israel considering ethical, cultural and environmental implications.	argument for who should control Israel considering ethical, cultural and environmental implications.		
Statement of Inquiry	Location influences culture and resources of a place.	Location impacts fairness and development.	Decisions and Interactions of people and communities can influence the individual, society, culture and environment.	Decisions and Interactions of people and communities can influence the individual, society, culture and environment.	Perceived power and privilege can lead to conflict, which causes change.	Perceived power and privilege can lead to conflict, which causes change.	Planning ahead can result in benefits.
Global Context	**Identities and Relationships** Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. **Exploration-** Culture	**Identities and Relationships** Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	**Globalization and Sustainability** Students will explore the inter-connectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision-making on humankind and environments.	**Global interaction** focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	**Fairness and Development** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	**Fairness and Development** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	**Identities and Relationships** Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.
Key Concepts	**Time, place and space** The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space' focuses on how we construct and use our	**Time, place and space** The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space' focuses on how we construct and use our understanding of	**Global interaction** focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	**Global interaction** focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	**Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	**Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	**Systems** provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

		understanding of location ("where" and "when").	location ("where" and "when").					
	Related Concepts	Culture Governance Ideology	Disparity and Equity Ideology Resources	Identity Causality Power	Resources Identity Causality	Perspective Power	Causality	Choice Consumption Scarcity
	Design Cycle Trans-disciplinary	**Literacy Standards:** **RHSS:** L6-6RHSS1, L6-6RHSS 2, L6-6RHSS 6, L6-6RHSS 7, L6-6RHSS 9 **WHST**: L6-8WHST2, L6-8-WHST8, L6-8-WHST9	**Literacy Standards:** **RHSS:** L6-6RHSS1, L6-6RHSS 2, L6-6RHSS 4, L6-6RHSS 6, L6-6RHSS 7, L6-6RHSS 8, L6-6RHSS 9 **WHST**: L6-8WHST2, L6-8-WHST8, L6-8-WHST9	**Literacy Standards:** **RHSS**: L6-6RHSS1, L6-8RHSS2, L6-8RHSS4, L6-8RHSS7, L6-8RHSS9 **WHST:** L6-8-WHST1, WHST2, WHST4, WHST6	**Literacy Standards:** **RHSS**: L6-6RHSS1, L6-8RHSS2, L6-8RHSS4, L6-8RHSS7, L6-8RHSS9 **WHST:** L6-8-WHST1, WHST2, WHST4, WHST6	**Literacy Standards:** **RHSS:** L6-8RHSS1, L6-6RHSS 2, L6-6RHSS 4, L6-6RHSS 6, L6-6RHSS 7, L6-6RHSS 8, L6-6RHSS 9 **WHST**: L6-8-WHST2, L6-8-WHST8, L6-8-WHST9	**Literacy Standards:** **RHSS:** L6-8RHSS1, L6-6RHSS 2, L6-6RHSS 4, L6-6RHSS 6, L6-6RHSS 7, L6-6RHSS 8, L6-6RHSS 9 **WHST**: L6-8-WHST2, L6-8-WHST8, L6-8-WHST9	**Literacy Standards:** **RHSS**: L6-8RHSS2 **WHST:** L6-8WHST1, L6-8WHST4
	MYP Assessments / Performance Tasks	**Common Assessments Title and Criterion:** **Comparing Regions of Africa Four Square-** Students will investigate the physical, cultural and political characteristics of Africa's regions and complete a four square graphic organizer reporting the similarities and differences among the regions. Criterion B: Investigating Criterion D: Thinking Critically	**Common Assessments Title and Criterion:** **DBQ:** *How did European partitioning across Africa contribute to conflict?* Criterion A. Knowing and Understanding Criterion C: Communicating Criterion D: Thinking critically **Shark Tank:** *Entrepreneurship- Shark Tank Project* Criterion A: Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking critically	**Common Assessments Title and Criterion:** **PBL:** Impact of Oil and Economy on Southwest Asia Criterion B: investigating Criterion D: Communicating	**Common Assessments Title and Criterion:** **DBQ:** *Who Should Control Israel*? Criterion A. Knowing and Understanding Criterion B: Investigating Criterion C: Communicating CriterionD: Thinking critically	**Common Assessments Title and Criterion:** **Research Assignment:** Students will create a research question regarding Southern and Eastern Asia, develop a research plan for the inquiry, and evaluate the outcomes of the research plan. Criterion B: Investigating	**Common Assessments Title and Criterion:** **DBQ:** Where would you live? Criterion A. Knowing and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking critically	**Common Assessments Title and Criterion:** **Investigation**: Job Skills and Income Criterion A: Knowing and Understanding

	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners.